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## EDUCATIONAL VALUE OF PLAY

By

MR. S. C. CHATTERJI, M.ED. (LEEDS), Ajmer.

*Introductory.*—Play is often described as one of the most fundamental tendencies that are common both to man and animal. Children and the young of many species take to play spontaneously without any teaching or example and hence it is often ascribed to a definite instinct or mental disposition but a careful observation of any of the manifestations of this tendency, both in man and animals will make it clear that it is not proper to class it along other instincts.

*Surplus Energy Theory.*—Several theories of play have been recently put forward but the oldest and at the same time the simplest and most wide spread theory is that which was proposed by the poet Schiller and was later supported by Herbert Spencer.

According to this theory play is compared to a locomotive engine with surplus of energy. The young in many species have not to expend their energy in procuring food, etc., because their parents do it for them and has therefore a surplus store of energy which is utilized in play. The young ones of higher animals have thus more of surplus energy than those of lower ones which depend on their own resources from the very beginning and have a longer period for play. This idea of play dominated in the last century when the parents and the school authorities agreed that boys should better spend all their energy in school work. After a time, it was argued that it would be wise to allow the boys to engage in sports and games to get rid of their superfluous energy in such a harmless way as then it is less likely to burst out in more objectionable forms such as drinking and gambling. On such a supposition the school authorities provided sports and games to the school boys during the recent civil disobedience movements, and for this reason many a parent would advocate athletic sports to their children and do not grudge sending them to the playground in the evening. There is, no doubt, an element of truth in this theory but it does not account for the facts even in case of simple play of animals. Play often continues when

surplus energy is no longer present. Thus children who have a fair opportunity to play, usually play all day long forgetting all about fatigue, and hunger. Moreover the superfluous energy theory has failed to explain why the play of the different animals so much differ. If the superfluous energy is the only reason for play, all play ought to be aimless and all very much alike.

Professor Nunn, one of the leading educators of the day, holds that if this theory is to be supported, we must extend the use of superfluous energy. While thinking of a locomotive engine which has taken from the coal more energy in the station than is needed to draw the train, we may consider that instead of 'blowing off steam' to spend up its extra energy the steam might be utilized for printing in the rotary press, but we cannot possibly imagine that this extra energy could be made use of to make the machinery of the engine more efficient. Yet, in play, this is the case. A babe while lying in its cradle, a child while playing in the field, gradually obtains mastery over his own limbs. Also he so exercises in play his mental powers that he often determines in childhood the activities which will be found useful in his adult life. Also a child learns to discipline himself to incorporate games of preadolescent time. These clearly indicate that the apparently aimless movement of the child tend to increase the bodily perfection and hence the idea that play is entirely meant to dispose of harmlessly the young animal's superfluous energy cannot be entertained. It is Nature's device for using that energy to prepare him for the serious business of life.<sup>1</sup>

*The Anticipatory Theory.*—The idea that play has a high biological utility was first given by Malebranche and was later enunciated and developed by Professor Karl Gross. Towards the end of the last century Gross published his famous book 'The play of animals' followed, in a few years, by another entitled 'The play of Man.' In these two volumes Gross gave a very complete and elaborate classification of all the varieties of play of animals and man. His account of all types of play has produced a profound effect on the minds of educators by showing to what an extent can play activities range, or, in other words, any mental faculty can be trained through play. According to him, play must be regarded as a serious business of life. He thus reverses the Schiller-Spencer dictum and says that the young animals do not play because they have surplus nervous energy. We must believe that the higher animals have been given by nature this period of youthful maturity in order that they may play. It is a view which, although not openly approved by the leaders of our present educational system, suggests that play activities should form a part of school education.<sup>2</sup>

It is comparatively easy to explain with this theory, a large number of the forms of play of the higher animals. Consider the case of a kitten playing with a ball on the floor. It is clear that in the course of such playing the kitten improves its skill in movements of the kind that will be needed for the catching of its prey when it is thrown upon its own resources.

1. Education, Its Date and First Principles by Prof. J. P. Nunn, pp. 68 and 69,

2. Physical Training by S. C. Chatterji, pp. 136 and 137,

Similarly the devotion of the little girl to her doll and the simple war-like games of boys have a biological utility ; but there are other forms of childish play which cannot be all accounted for in this way and which are not the direct expression of instinct.

Play is also continued into adult life and its functioning in adult life can hardly be to prepare for future activities. Moreover injurious play, such as gambling and use of drugs could not exist if nature were providing play as the preparation for certain future activities. The fault of Gross's theory in these respects is made clear by Dr. Stanley Hall who supports this main idea in a different way.<sup>3</sup>

*The Recapitulation Theory.*—This latest theory explains play as an inheritance of abilities and instructive desires and pleasures. As the anticipatory theory looks forward in the life time of the organism so this theory looks backward. Dr. G. Stanley Hall one of the leaders of the child-study movement in America has been one of the strongest supporters of the inheritance idea. According to him the view of Gross that play is practice of future adult activities is 'partial,' 'superficial' and 'perverse.' It does not take into account of the past activities where lies the key to all forms of play. He tried to explain the great objection levelled against him that it is a crude mistake on the part of nature to provide mankind with a period of immaturity in order to provide each child with practice in adult activities which were discarded by the race at the dawn of civilization. He supported Aristotle in his idea of 'Catharsis.' In his opinion it is necessary not only for children but also for adults to return to certain simple games which they had played several times before. It is argued that it is not possible for man, however civilized he be, to discard all his previous activities. Whenever the bonds of society are weakened, the regression of the primitive modes of behaviour is inevitable. The Great World War of 1914 is a conspicuous example of this nature. Now according to the Catharsis theory this tendency of regression to lower levels is purged out in the forms of play. Play, as it were, is a subsidiary channel in which the mental energy behind 'regression' is directed and thus a sort of sublimation takes place.<sup>4</sup>

The reminiscent aspects of Hall's theory have aroused even greater controversy than the anticipatory idea of Gross. His enthusiasm for introducing an entirely new idea led him to give out that true play never practises anything racially new. This is a great mistake for, playing the piano, playing chess, cards, etc., have not been discovered by our old ancestors.

Another extreme view expressed in this connection is that play in the child recapitulates all the activities of the race in the order in which the race had learnt them. The theory of evolution considerably supports this view and it is true that some of the primitive occupations are repeated in the play of the child in a very general way, but there are many reversions occurring in the order in which they come. As, for instance, we see children playing with toy railroads and motor cars before they show any special interest or ability in the use of bow and arrows.<sup>5</sup>

3. Social Psychology by W. McDougall, pp. 95 and 96.

4. Educational Psychology by Jha, p. 145.

5. The Theory of Organised Play by Bowen and Mitchell, p. 192.

The inheritance theory is attractive and can help us in the classification of play activities for different age and sex. It explains why one likes to do a thing he can do best and it seems reasonable to believe Professor Nunn in his statement that the substitution of dancing, eurhythmics and acting for some of the more formal physical exercises may not only help the Briton to take his pleasures less sadly, but may be the best of ways of securing for him mastery over the body which he has inherited from his forefathers.<sup>6</sup> It is in support of this idea that attempts have recently been made to revive some of our primitive dances and old folk-songs. The experiments performed at Birbhum and Delhi for this 'Renaissance' will soon show us how far such activities are helpful for our school education.

This gradually brings us to the idea based on the principle of 'relaxation.' Children as well as adults recuperate their energy to a great extent by indulging in simple outdoor activities. It is why we find children taking great interest in chasing and hiding and older persons in hunting and fishing.

### THE RECREATIVE THEORY.

According to this theory play has been defined as an occupation engaged for recreation, rather than for business or for necessity. This is an old idea, but has been strongly supported by Professor Lazarus of the University of Berlin who urged people to flee from empty idleness to action recreation in play. The Recreation Theory is, therefore, based on a sound principle of physiology. A certain amount of rest and sleep are necessary but beyond that a change to an active and interesting occupation is more restful than complete idleness. Recreation is a mere change of occupation and as such is an antidote to fatigue. Physiologically, we can say that when one set of muscles and nerves are fatigued, another set of muscles and nerves are made use of in order to give the former time to recuperate. This is why energetic outdoor activities after a strenuous mental work at the desk are much more wholesome than quiet amusements of indoor games and tend better than anything else to renew the strength and restore lost powers.

In one way the recreation theory is opposite to the superfluous energy theory, the latter look upon the play as a kind of activity that is meant for disposing of excess of energy while the former regards it as a means of recuperating the exhausted energy. Each seems to be the view of a special type, viz, the aimless in movements of the young child or the recreative play of the adult. They offer no explanation why there are varied types of play which are enjoyed by the young of man and animals. They carry on a good deal of play for its own sake and in these theories we find no explanation of the same.

*Work and Play.*—A brief survey of all these theories just discussed, makes it clear that none of them can explain all the phenomena of play. They, however, indicate that the older traditional views have less value in comparison with the later theories based on more complete studies of play in animals and man. It is thus evident that, although the leading educators

6. Education, Its Date and First Principles by Prof. J. P. Nunn, p. 72.

of the present day cannot arrive at a definite conclusion as regards the origin and meaning of play, they agree more or less on the following educational values of play:—

1. The value of play in education is to arouse the interest of the child to enthusiastic and persistent activity. The child, therefore, educates himself and not what others do for him that educates him.

2. The play activity depends on the attitude of the doer to the thing he is doing. Therefore what is play one day may be drudgery another day, for mental attitude changes with the conditions. This brings us gradually to the point to consider if play has any aim and, if so, how can we differentiate it from work? According to Professor Nunn, an agent thinks of his activity as play if he can take it up or lay it down at his choice or vary, at will, the condition of its exercise. He thinks of it as work if it is imposed on him by unavoidable necessity, or if he is held to it by a sense of duty or vocation—according to another educator in play the value and significance of the activity is found in the activity itself, whereas, in work, the value and significance of the activity are found in an end beyond the activity. None of these definitions can point out the difference when an activity will be called 'play' or when, it will be called 'work,' but on one thing we are sure that in play there is a greater joy and spontaneity than in work. Some educators therefore insist that in order to avoid the education from being sugar-coated and the school from becoming a place for past time, play must be scrupulously kept outside the realm of work, and be employed only to occupy leisure time. Another point to observe is that the play element may permeate in school work without actually sugar-coating it. It has been seen that the work done in a play spirit is more efficient and less strenuous than done by an old method. This method, called 'play-way,' is therefore an endeavour to take advantage of this principle in education.

From this standpoint, play has its own characteristics. It is not the absence of aim or responsibility that differentiates play from work. It depends on the condition of the mind. Thus an artist, musician, and poets *play* in their occupations and in so doing achieve their aims without any outside restraint; on the other hand a cricketer *works* with his young students to bring them up to the standard of the game with greater spontaneity and freedom work will therefore become play and with greater responsibility and want of initiative, 'play' will merge into work; or, in other words, the highest type of work and the lowest type of play will fuse into one inseparable mass.

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# ABÜLIA : ITS NÄTURE ÄND CÜRE

## Methods for Improving Executive Ability

By

MR. M. S. SRINIVASA SARMA, M.A.,

*National College, Trichinopoly.*

The first and foremost duty of a teacher is to get action from his pupils. The main problem of education is to determine and fix the methods by which the latent energies of the students are liberated and diverted into appropriate channels satisfying to the individuals and of service to the society. The process of education is not stuffing the minds of the pupils with extraneous materials, but enlisting their willing co-operation in such a powerful and effective way that the innate capacities find their fulfilment in proper and pleasant activities and useful accomplishments. The process of learning and the formation of habits are for the purpose of achieving the ability of meeting difficult situations and exercising the faculty of choice with reference to definite aims. The end of education thus comes to be the training of persons in worthy ideals and appropriate activities.

To get work done and to secure action from the pupils, the first necessity is to make them exercise their will-power. Let us not fight shy of this term. There is no mystery about "will." When an action is done in the line of greatest resistance, when it involves awareness of an aim and a determined effort to accomplish it, we have a concrete instance of will. Intelligence, initiative, perseverance, decision and self-assertion are implied in any willed action. The activity of the self moving towards the fulfilment of a definite purpose is called the will. It designates executive ability, and is responsible for the performance of chosen deeds. To will is to do. Will therefore is the Self in action. It stands for that functional unity of personality which is ordinarily called "character." It is only in so far as we exercise our will that we maintain our character. For health, happiness and efficiency, right work rightly done is most imperative; and this is brought about by the will. Force of character and power for good originate from the strength of will. In fact a good measure of will-power is the essence of normal life and an indispensable condition of sanity. Pedagogically the training of the will is perhaps the most important problem. Time was when will was considered a distinct, unique, mystic entity with which every individual was endowed at the time of birth. All that has now been exploded by the genetic method applied to the study of mental life by modern psychology. Will is now interpreted to be a growing product, the result of regular exercise and systematic practice. A strong will is a highly trained will and connotes a great degree of control and persistent effort to complete the chosen task. It is steadily and gradually built up by a hard and arduous process whereby the inborn instincts and emotions are organised in the light of comprehensive ideals. The evolution of the will involves the securing of harmony by the elimination of the undesirable and by integrating the varied motives into a higher unity. It is the state of mind which says "in spite of

all odds, obstacles and failures, I will do this thing." This power normally appears in the child after the first year and begins to develop rapidly and goes on maturing till full manhood is reached. Children need practical and positive guidance in the process of the development of the will.

### ABULIA—LACK OF WILL-POWER.

But this growth of will-power is by no means a smooth and easy affair. Most of us perhaps manage to develop it with reasonable success; but many find it an insuperable task; and it is in such cases that the teachers' psychological insight, imaginative sympathy and skilled effort are needed in great measure. Unfortunate cases of adults and young pupils are frequently met with who suffer from what is called "*abulia*." This is a term which signifies complete absence of will-power, and consequently, utter lack of executive ability and zest for action. Personal inefficiency and failure in life is ordinarily due to *abulia* or "no-will." It is a pathological condition, and is characterised by lack of force, excessive fear and inertia, and a heightened form of inferiority complex. It is a strange frame of mind which is conscious of the aim and ambition of achieving mighty things, but unfortunately lacking the effort and enthusiasm to adopt the means and execute the task. There is the desire to do; but it does not come out in actual deed. The aim is not translated into an achieved fact. The abulic persons feel powerless and impotent to take the necessary steps to accomplish the deed. They are feverishly intense in intention but woefully lax in application. They studiously shirk the sharper realities of life. They lack energy and are deficient in "horse-power." They are unable to persevere in any task, and are incapable of regularity and industry. "The healthy state of the will," as James says, "requires both, that vision should be right and that action should obey its lead. But in the morbid condition (of *abulia*), the vision is wholly unaffected and the intellect clear; and yet the act fails to follow."

The abulic persons are hopelessly hesitant and vacillating, and are subject to an undefined feeling of insecurity and queer fears. They sincerely propose to do a good action, but have not the force and the drive to do it and therefore leave it undone. It is of such people that we say "Hell is paved with good intentions." To think and to wish is not enough. It is action which counts. Life is activity. Like nature it abhors vacuum. We are committed to action willy-nilly. There is no escape from it. Therefore when the course of action is blocked up, when thought is divorced from performance and when the individual has a hundred wishes but no will, the matter becomes serious and has to be attended to carefully and urgently. James points out definitely that "the moral tragedy of human life comes almost wholly from the fact that the link is ruptured which normally should hold between vision of the truth and action."

### HOW TO SECURE ACTION.

If the science of psychology is to be of any service to human life at all, it is in such cases of abulic individuals that it must apply all its methods of analysis and diagnosis, and suggest suitable remedies for overcoming this most irksome and pathetic mental malady. And education which is applied psychology is rather a dynamic process, and consists in providing the correct stimuli which awaken appropriate responses. Securing action from others



is not the main concern of the teacher alone; it is the chief business of the head-masters and managers, officers and captains of industries, and leaders of political movements and organisers of social and religious reform. The secret of getting action is naturally therefore of supreme importance both in the class-room and outside. This problem of securing action and developing the executive ability is essentially bound up with the growth and exercise of the will-power. The fundamental energy-releaser is a definite purpose and regular plan of action. Without will, life would be a chaos; but without a definite goal there could be no will. It is the definitely formed and voluntarily chosen aim that releases the latent energies, and sustains our activities however unpleasant and painful they may be. Persistence is the true foundation of the will, and this is the outcome of the system of purposes with which the individual identifies himself. Almost all of us are eleventh-hour workers; and in most cases it works well; because the goal is immediate and urgent and is within the scope of instantaneous realisation. In the day to day routine in the class, the successful teacher always vivifies the pupils by a definite aim and thus gives plenty of scope for the practice of judgment and choice. The powers of will are established by exercise. The children who are trained to persist in their exercises and to get absorbed and concentrated in their tasks are growing into well regulated personalities. It is the weakness of motives, want of confidence in one's own powers, shyness, fear and lethargy that are the most potent causes of abulia.

#### DEFINITE GOAL AND TIMELY APPRECIATION

Not only is there a necessity for a definite goal to stimulate us to action; but it is more essential that it should be whole-heartedly accepted by us; the goal must have a fascinating interest for us and appeal to us vitally. Continued effort and staying power are due to the ideal which is a personal ideal. Along with this, if we are made responsible for our actions, and if there are competitors of a worthy type, then assuredly the best in us is drawn out, and we grow splendidly in executive skill and active doing. A sense of responsibility and healthy competition are unfailing sources of creative energy and high-grade initiative, and powerfully tend towards rapid progress in strength of will and executive ability. Abulia is more often due to the fact that no scope is given to initiative and creative ability. If you not only fix the general purpose for another but also boss each detail and constantly interfere in the work, the zest for action completely vanishes and abulia naturally ensues. Is it not a notorious fact that the slave is a mere automaton completely devoid of any imagination, creative impulse and self-regard? Again healthy rivalry and friendly competition are indispensable conditions of self-improvement. To gain social approbation, to be noticed, and noticed favourably by his fellows, man will undertake the most difficult things, overcome all obstacles cheerfully and undergo any amount of pain and strain.

Will is the characteristic form of the growing, developing life; and its strength and power increase only when it encounters new labours and wins new victories. "Nothing succeeds like success" is a sound psychological secret of the power of personality. It is achievement that directly contributes to further achievement. Small successes and little conquests gave us courage, strength and confidence for mighty tasks and big aims. It is constant practice and consecutive success that give rise to the tremendous strength of will. But here we must be on our guard to undertake at first only that



which we could accomplish; because every failure will weaken and dishearten us, damp our enthusiasm, make us diffident and produce in us an incurable inferiority complex. The sure secret of success is to aim at only what we are able to achieve and to be able to do what we will. A wise teacher should study the mental capacities of the pupils and set such tasks which are within their reach.

Another effective weapon for releasing energy and overcoming abulia is the judicious exercise of praise. Kind words and generous appreciation expand and energise the individuals, and make even the most arduous undertaking a heroic adventure and a personal triumph. They stimulate the individuals to go ahead, and work with zest and earnestness. No good comes out of censure and carping criticism. Instead of damning the pupils for work ill-done and heaping reproaches for it, the teacher should recognise and appreciate the things done well and gladly mark them with praise, the sweetness of which will serve as a call to further and bigger achievements. As Prof. Seth with a clear insight puts it most eloquently, "the gloomy severity of condemnation, unlit by any ray of hope of better things, will crush a life which might otherwise have been lifted up to a higher plane. What many a struggling soul needs most of all is a little more self-reliance and buoyancy of hope; and the knowledge that another has confidence in him will breed a new confidence in himself. Why leave unspoken the word of encouragement or praise which might mean to him so much good, out of the foolish fear of nourishing in him that quality of self-conceit which may be entirely absent from his character?"

### ENCOURAGE SELF-RESPECT.

A very potent influence for the promotion of executive ability is self-esteem. Stability of character and firmness of will originate from self-respect. It is this which sustains the individual's efforts, and urges him to carry on the task to its completion; and when this is properly developed he refuses to be the passive sport of fleeting circumstances. It generates self-reliance and self-confidence which enable the mental powers to act to the best advantage. The children's will-power is sure to develop only when they are made to work at hard tasks which require concentration of attention. Such exercises surely develop strength of will and personal power. But in these forms of moral gymnastics steps should be taken to studiously avoid anything which may impair or destroy self-respect. The moment they feel degraded and are treated as incorrigibles and never-do-wells, they become actually incapable of raising themselves by their own efforts to the ideal. Character goes to pieces and will-power is undermined, if self-respect is destroyed. So long as man is capable of shame and of resenting an insult, there is some hope for his improvement. Self-respect stands for that quality of the mind which meets danger with firmness. It takes up a cause with vigour as though the very life depended upon it and never turns back. It works with tenacity through trying periods, faces difficulties with dignity and laugh troubles away. Exhausted teachers and over-worked clerks do their routine work by placing before themselves a professional ideal. This idealism sustains their thankless though arduous labours and checks the tendency to slacken effort.

Thus to develop personal power and to promote executive energy, we must first choose our goal and plot our road. In every case the efficiency of the will is entirely due to a detailed plan of action. The more definite

and specific the details are marked out, the greater are the chance for effectively bringing to fruition the ideal. Frequently the difficulty is to actually begin the task, which may perhaps be due to the fact that we do not know precisely how to begin. All action at first is a trial and error process. Mistakes do not matter; they may easily be corrected. It is always better to do something than to wait for the moment of inspiration. As we proceed the details will develop and ideas will come more readily under the conditions of achieved progress.

### OBSTACLES TO PERSONAL EFFICIENCY.

There are a few obstacles to the cultivation of executive skill; these produce abulic tendencies; and therefore one must be on the alert not to give room to these negative factors. Hesitancy, procrastination, vacillation and laziness are the main impediments that stand in the way of the full development of personal ability. These disruptive forces are at work in the abulic persons and make them absolutely helpless in life. Hesitancy is magnifying the difficulties of the task, and is obsessed by the fear of failure and the imagined unpleasant consequences. It must be counteracted by powerful influences which point out that it is better to fail than not to try at all, that action is necessary for life and that mistakes and failures are not so harmful as absolute passivity and futile emptiness. Vacillation is painful and irritating and causes waste of time and mental energy. It is a most unpleasant state of mind, and gradually disintegrates character. The maxim "Do it now" is a warning against procrastination and laziness. "I am determined to do this"—is the declaration which kills these foes of the will and gathers momentum and power for the task on hand. Thus initiative, decisiveness and perseverance constitute the essence of will.

The fundamental ideal of education is the development of concrete purposes and comprehensive aims. Prof. Mackenzie remarks that "there is no stone-wall in the way of a man's moral progress. There is only himself. And he cannot accept himself as a mere fact, but only as a fact ruled by an ideal." It is the ideal which gives us a sense of liberty, and actually creates extra energy to sustain our onward march towards its realisation. Did not Kant familiarise us to that momentous and significant fact, namely, that "ought implies can"? The wise teacher is he who makes the pupils conscious of the goal that fires the imagination, and enlists the masterful tendencies of human nature in its service.

Ultimately the secret of the power of personality is to be found in the development of the self-assertive instinct. The executive ability represents the reservoir of energy supplied by this instinct. The strength of personality is not constituted by solitary, sporadic acts of effort and merit; it consists in habitual and consecutive acts of right choosing and well doing. Therefore the training in voluntary motor ability should be begun in infancy. To develop in the child healthful and sustained activities, to generate in him a sense of enlightened freedom and individual responsibility, to inspire in him noble and expansive interests, and to give joyfully his wise companionship and ripe knowledge—these are the rare prerogatives of the blessed profession bequeathed of Socrates. Herein lies the ineffable sweetness and the great charm of the teachers vocation. This secret was unmistakably perceived by John Locke who said that "it is no small power it gives one man over another to be the dictator of principles and teacher of unquestionable truth."

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## THE SCHOOL, RISHI VALLEY

### A Residential School for Boys

*Introductory.*—The School, Rishi Valley, is under the management of *The Rishi Valley Trust* which stands definitely for the attempt at the building up of an education on ideas which are put forth by Mr. J. Krishnamurti as applicable to life. These ideas are shared by a large number of modern thinkers both in the East and the West. The Rishi Valley Trust does not want to narrow down the aims of education by catering to the particular needs or emphasising the special interests of any class or religion. It believes that in India to-day there is not only room but a vital need for a type of education which would produce men and women not rooted in traditions and not bound to any grooves but strong able-bodied, cultured and capable of independent judgment.

*Location.*—The School is situated nine miles from Madanapalle, a famous health resort of South India and surrounded by picturesque hills. The Horsley Konda, the highest hill of the district is just a mile from the School. The hills all round are full of vegetation and inhabited by a variety of fauna some representatives of which make occasional visits to the valley. The valley enjoys a very good dry climate reaching a minimum of 51 degrees in the cold season and a maximum of 102 degrees in the hot season. Boys have excellent cricket weather very often in the year. The nearest railway station is Kurubalakota 7 miles by road or 4 miles as the crow flies, by walk. Visitors who want to reach the School should arrange previously with the School to allow them to be met.

The School was originally at Adyar and moved to its present locality in September 1931. While at Adyar it began a number of experiments in education which it was felt could be carried out better in a rural centre far away from the bustle of cities than under the immediate influence and attractions of Madras. For individual work without interruption, for clean open air life, for developing a spirit of self-help, for going on excursions and camping without much expense, for play in the open air without the dust of heavy traffic the present site is ideal.

*Residence.*—The School is entirely residential, all the boys and teachers living together as a small community. Each boy is assigned to the care of a house master who looks after about 20 students and lives with them in the same house sharing their life in everything. The teachers are all chosen not merely for their intellectual qualities but because of their love and sympathy for the young as well as an eager desire for their service. The teachers strive to make the school a centre of good and joyous influence, and studies and games and social activities are all turned to the building of character, the making of a good citizen, the lover of his country. At present there are a few girls but the girls section will be temporarily closed till a proper staff with expert knowledge and capacity to look after their special needs is procured.

*Objective.*—It is tried as far as possible so to shape education in all its phases, physical, emotional and intellectual as to meet the individual needs of the student. The capacities of the boy, the line they fit him to

pursue these being all important in education, it is sought not only to fill the mind, but train all the powers of the boy to the highest they can reach.

Ordered and cultured freedom will be the basis of the school activities and self-respect and self-reliance will be encouraged to the fullest possible extent. It is the object of the School to combine a balanced education of the practical and the theoretical, Indian in spirit and purpose, with appropriate preparation for the fuller and more responsible citizenship which the new era is bringing to India.

Towards the accomplishment of this objective the first care of the school will be to ensure healthy bodies; games and exercise together with medical supervision will be regarded as of vital importance. The second care of the school will be to stimulate healthy emotions and to divert attention from harmful ones, so that the boy may grow up amidst clean and uplifting impulses and feelings, thus conserving and usefully directing his growing vigour. A third care of the school will be to guide its students in their preparation for the duties of life by helping them to gain useful knowledge and practical skill in arts and crafts as well as the ability to control and to direct the powers of the mind and its capacities. Boys will be encouraged to learn the theory and practice of cookery, vegetable and flower gardens and such like.

*Scheme of Teaching.*—Two features are laid emphasis on. First, as teaching in a crowded class-room has been found to be inefficient and wasteful, the school is laying great stress on individual learning. For this the classes are kept purposely small, and students are grouped and regrouped time after time to suit their needs. Group lessons are given but efforts are made to make these group lessons or class lectures as few as compatible with efficiency, supervised study and individual help being much more valuable and made available to the boys during the hours of study. So the class rooms are so arranged that whenever necessary small groups are gathered together round the teacher for group instruction, the other boys of the class quietly going on with their studies in their own places. The teacher moves freely round offering suggestions, advice, corrections and in general constantly watching the boy at work and directing him in his studies.

Secondly, the school is now almost completely giving instruction in non-language subjects through the medium of the mother-tongue. It expects very shortly to have completed the process of vernacularisation. It is now beyond the stage of controversy except in the minds of a few orthodox-hards, that instruction to be fruitful to most should be through the mother-tongue. Accordingly Tamil and Telugu form the media through which almost all subjects except English are taught. At present there is scope in the school to teach only through these two languages. Other vernaculars are not taken up now.

*Grades.*—As it is not likely that very young children will be sent for study in the school, it is proposed not to have the primary stage when the present pupils have passed out. Ordinarily children of eight or nine and above only will be admitted.

*Junior Section.*—From eight or nine to the age of eleven or twelve the pupil will ordinarily be in the Junior section of the school consisting of class-

es IV, V and VI, corresponding roughly to the Vth class and 1st and II Forms respectively of the Madras Schools, and wherever possible experiment will be the method of learning. The child will learn more about himself and his surroundings through history, geography, nature-study, practical arithmetic, etc. He will also begin to learn English. The older lot will be further advanced in all the general subjects of instruction. General principles will in increasing measure be related to the details of line, especially in connection with nature-study, geography, general science, history and physiology.

*Senior Section.*—This will roughly correspond to the High School stage. General culture still remaining the basis of the school life here further and more detailed instruction is given in the mother-tongue. English will be taught through composition, the reading of suitable prose and poetry, recitations, readiness of expression in reading writing etc. General science including further Physics and Chemistry, Physiology, study of plants and animals, physical and historical Geography, more detailed Indian History, English History, Algebra and Geometry and a very elementary course of psychology will also be common subjects of instruction.

Great stress will be laid on the urgent need for mutual respect and goodwill among the adherents of different faiths. Special responsible duties in the school community will fall to the lot of the eldest students and by degrees as the school grows more homogeneous and harmonious the senior students will be given more and more opportunities of sharing the management of the institution. As prefects of the school, captains of the games and monitors of their classes they will begin their apprenticeship in the art of leadership. Games and exercises will of course be compulsory as heretofore.

In three years i.e., from eleven or twelve to fourteen or fifteen years of age the boy will possess all the knowledge necessary for entering the University. In order however, to train the boy in the technique of examination, to make him consolidate his knowledge and to be ready for more concentrated and higher studies, one more year of a specialised nature will be taken, so that when the boy is about fifteen or sixteen he may appear for S. S. L. C. Examination of the Madras Educational system.

*Library.*—There is an excellent collection of books both from the point of view of fields of knowledge covered and the number of volumes acquired. The open self system being adopted, the student has every facility for the use of books. He issues and returns them all by himself even for study away from the library. Teachers help in the selection of books by the younger pupils.

About ten thousand books out of a total of twenty thousand or thereabouts have been put into sections dealing with subjects for immediate use. The sectional library in any particular subject is arranged in that room of the school where that subject is taught so that the students who always have a few study periods every day can, if they want, have easy approach to books on the subject without having to walk to the main library. This helps an intelligent use of the books by the students under the subject master's guidance.

The central library as at present arranged is a place for quiet, independent and individual study. It contains reference books and other books not generally used in the sectional libraries. The library gets about fifty periodicals Indian and Foreign. Daily newspapers are given a place away from the main library and are read out side school hours.

There is a very good collection of books on the science and art of Teaching and this section always adds to it the latest and best publications on the various branches of teaching.

*Science and the Laboratories.*—To be aware of the great forces of Nature, to control them and turn them to human advantage is the object of science. This is achieved by the students by performing simple experiments arising out of their every day experience and learning to turn their knowledge into practical skill so that it might be of great help to meet situations in life. Some of the great achievements of modern science for use in every day life like the Radio, the Motor-car, the water pumping Engine are brought quite within the experience and practical knowledge of every student. The seniors learn by working in the laboratory which is open to them much more than in an ordinary school. The syllabus in science covered by the pupils is much wider and more useful than the syllabus usually followed allows. Models are made by the students themselves sometimes.

Under Nature-study the children learn to appreciate the wonder, beauty and forms of life around them. They observe and record simple daily weather conditions, study the movements of stars from time to time and maintain a simple garden by themselves. The rearing of a few animals and insects to observe them at close quarters helps the children to have direct experience of the behaviour of animals. Opportunities are taken to look after helpless birds or animals rescued from cruel hands. Children learn to observe keenly life around them as they occur according to the various seasons and try to record them with free sketches. The seniors learn in their outdoor observations in Botany the life of plants in a more systematic manner. Physiology and animal life are studied on the basis of their previous experiences in the junior classes. Specialisation is possible in the last two years of the school life.

*Excursions.*—Twice during the year, in September and in December, excursions and tours lasting from 12 to 18 days are arranged, when parties of boys in charge of one or more teachers are taken to places of interest. Round about there are a large number of such places. The Mysore province is quite close by and offers a variety of useful and interesting things to see, natural, scientific, industrial and engineering things of beauty and skill. Places of historical interest are also visited. Some of the places to which boys have been taken in the past are Delhi, Agra, Gwalior, Benares, Gaya, Calcutta, Bombay, Ellora, Ajunta, Hyderabad, Bangalore, Mysore the Gerseppa and Sivasamudram Falls, Bhadravati Iron works, Kolar gold fields, Ginji, Mahabalipuram, Travancore, Cape Comerin, Tea Plantations in the Anamalai hills etc. These excursions are encouraged, but are not yet obligatory as they involve an extra expenditure of money to the parents who may be unable to meet the same. To those who do not go on these excursions a great deal of camping at very small or no expense is arranged in the vicinity. Especially the Horsley Konda is a never tiring place of



camping and offers great facilities for enjoyment and useful occupation at times.

In addition to these week-end camps are frequently arranged as regular part of the school work by the house masters for their boys. The value of these excursions and camping need not be particularly emphasised here as all know what benefits are derived therefrom.

*Games and Sports.*—As already stated games are compulsory except on medical grounds for all. There are plenty of play grounds and the necessary equipment for games of various sorts. Hockey, Foot-ball, Cricket, Volley-ball and Basket-ball are the games played. In the field the play of all teams is supervised and helped by teachers who take part in the games along with the boys. The captains of the various teams have here the opportunity of training themselves in leadership. So far the boys have proved themselves very capable and have won distinction for themselves and the school in various tournaments and friendly matches arranged with other institutions. A good number of cups and other trophies already won bear witness to the skill and the efficiency of our boys in games.

Important occasions are availed of to organise school sports. They offer a welcome change from the dreary round of every day routine and they are greatly enjoyed. The final week of the school year is utilised for organising sports and other enjoyments on a large scale and in these all take part. This comes about usually in the second week of April.

*Drama and Entertainments.*—Entertainments such as dramas, camp-fires, variety shows and musical concerts are organised from time to time in which both students and staff take part. These afford an excellent training ground for the latent histrionic talents of individuals, providing at the same time a lot of amusement to the community as well as others that gather from the surrounding locality. A constant attempt is made attended with a good deal of success to evolve a stage craft suited to our Indian surroundings. Advantage is being taken of the open environment in staging the entertainments under the sky.

This side of our activity affords much scope to boys who though lacking in histrionic talents show great capacity in organising the stage and creating good scenic effects.

As a large number of the teachers are good in vocal music they train the boys in singing mostly in chorus. Awaiting the time when a professional teacher of music can be employed to teach both instrumental and vocal music the talents of these are being utilised to give our boys training in this important branch of culture. While in Madras the school enjoyed a considerable reputation for the goodness of its dramas, variety shows and musical concerts.

*House Life.*—Students live in houses under the care of house masters who live and share their life along with them trying their best to be to them like parents on the spot or elder brothers in their boyish adventures, as guides and friends. The intimate and loving companionship thus afforded in such living forms the key-note of all their activities. As in a cultured and refined

home all the forces that go to shape the lives of individuals are brought to bear on the boys in the common endeavour of intense and purposeful living.

Every house master is in charge of twenty boys. His is the care to see that proper habits are built that the boys keep fit and healthy all the time. It is his constant care to see that his boys grow well physically, and develop healthily in emotions and bright in intellect. A diagram illustrating the rough daily routine of an ordinary day to suit summer and winter conditions and younger and older boys is appended.

*Art and Handicrafts.*—All students engage themselves partly at organised times and partly at times when they are free and feel inclined in arts and handicrafts of various kinds. Drawing, painting, clay modelling, paper cutting, rattan work, embroidery, stitching, etching, book-binding provide not only occupation for leisure hours but also skill and capacity to make useful things. Similarly, in the carpentry shed all boys learn how to use the tools, to saw, to plane, to make joints, etc. The younger boys especially delight to make small toys of animals and birds and models of aeroplanes and such things which they think out for themselves under the supervision of the instructor. The purpose of the handicraft department is not so much to make the student an efficient craftsman as to bring out his initiative and the capacity to use his hands in a useful way. The weaving department also which was working while at Adyar but has not yet been put into regular working will shortly be opened.

*Conclusions.*—The school is an experimental one trying to improve on the existing methods of imparting instruction in the regular schools, as it is widely felt that changes are imperative. Necessarily therefore the expenses of the school are much higher than for an institution which is run on regular lines. Fortunately the large staff which is necessary for carrying on this work has mostly come from the love of work and most of the members take only a subsistence allowance, while some are even completely honorary paying for their own board and living from their own pockets. Still the burden of expense is heavy.

The advantages of being in residence are great, for there is here a society of highly educated men among whom the students will grow up in a happy companionship, in an atmosphere of culture, gentle discipline and true patriotism amid country surroundings.

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# THE NINTH ALL-INDIA EDUCATIONAL CONFERENCE, KARACHI

By

PROF. S. K. YEGNANARAYANA IYER, M.A.,

*President, S. I. T. U.*

The Ninth All India Educational Conference held at Karachi is of some significance especially when we remember that Sind is hoping to get itself constituted into a separate province. Even now it is practically a separate province though officially it is a part of the Bombay Presidency. This Conference, therefore was held in the capital of one of the prospective Provinces of Federal India.

The Conference itself was spread over almost a week. The detailed programme has already been published in our Journal\*. On the first day of the Sessions i.e. 26-12-33 there was a formal opening of the exhibition arranged in connection with the conference. The conference itself with its sectional meetings, special lectures by leading educationists on important aspects and many an entertainment and extra activities went on for four more days so that the delegates were kept busy from the beginning to the very end of the session.

The popular Mayor of the City of Karachi Mr. Jamshed N. R. Metha was the Chairman of the Reception Committee and welcomed the delegates in a nice little speech. Considering the fact that Mr. Jamshed is a man of business and not intimately connected with academic matters the speech struck one as wonderful embodying as it did some of the latest ideas on teaching methods and educational ideals. The President of the Conference was Dr. Sir Ross Masood, Vice-Chancellor, Muslim University, Aligarh, who was formerly the Director of Public Instruction in His Exalted Highness the Nizam's Dominions. He is also the grandson of the famous Nawab Sir Syed Mohamed, the founder of the Aligarh University. It was therefore, quite in the fitness of things that the City fathers of Karachi thought of honouring him by giving him a Civic address and we the Delegates who attended the conference were also invited for that pleasant function, which took place on 27th December, 1933.

I shall deal with the important points mentioned in the Presidential address and the address of the Chairman of the Reception Committee on another occasion.

The Conference worked as usual by means of various sections. The following ten sections held their meetings about three or sometimes four at a time. Sections dealing with Child education, Primary and Rural education, Secondary Education, Adult education, Vocational education, University education, Health and Physical education and there were also sections

\* See p. 352 of the South Indian Teacher of December, 1933.

dealing with Teachers' Training, Educational re-search and Examinations. It was felt by some delegates that the sections are too numerous and do not give time for delegates to attend as many of them as they would like to take part in. It is hoped that the organisers of the next conference would lessen the number of sections and give greater opportunity to members to attend the sectional meetings.

There were a few resolutions passed by the general conference and the resolutions passed at the sectional meetings were reported to the general conference and they were taken as passed by the general conference as well. Among the resolutions passed at the general conference I would specially mention the resolution appointing a committee to draw up a scheme for the establishment of Teachers' Registration Councils, Provincial or All India as the case may be on the line of Teachers' Registration Council of England; also the resolution appointing another committee to draw up a charter for teachers' rights and responsibilities and another for children on the lines of the American charter for children. Mr. Harvey of Ludhiana who was taking a very keen interest in all the proceedings and laying special emphasis upon the need for examining the fundamentals of education moved another resolution calling upon educational experts, individuals and bodies to re-examine the basic principles of education with a view to have more effective relation of education with the practical problems of every day life.

The exhibition which was organised in connection with the conference was not a very big affair judged by the standard of what we are accustomed to in this part of the country. But the most interesting portion of the exhibition was the section in which the New Education Fellowship under the able leadership of Mr. Harvey exhibited the work of children brought up under systems quite different from the traditional systems obtaining in ordinary schools.

The Scout Jamboorie of the Province of Sind synchronised with the conference session and there was scout display and rally one afternoon. The Tennis Tournament which has become a part of the regular conference programme was another interesting item. It is a matter of gratification to us that the singles championship was won by Mr. Eswara Iyer, the representative from Cochin. There was a special entertainment committee which spared no pains to infuse an element of merriment and laughter in what otherwise would have been a rather dull and monotonous programme and one day's performance was so good that it was repeated on the second day. Miss. Pradhan, a student of the Intermediate class in D. J. Sind College, Karachi acquitted herself most creditably in her songs, acting and dancing.

There were many general lecturers of highly informing character—special mention may be made of Mr. Seshadri's survey of the Educational progress in 1933 and Miss. Rustomji's very spirited lecture upon liquidating mass illiteracy. Our esteemed friend Mr. Vakil, of Dharwar gave a lecture on the educational system of Philippines based upon his personal observation and study. Besides these, there were many interesting papers read either in full or in part both in sectional meetings and in general Conference. I am sorry I missed Rev. Dhur's paper on 'Medium of Instruction.' This Rev. Dhur is the Principal of St. Xavier's College, Bombay, and he took part in

as many sections as he possibly could and spoke always to the point and in such a manner as to throw some fresh light upon problems under discussion. As the paper came on the afternoon of the 30th and as I had to leave Karachi before the afternoon session began on the 30th, I could not be present when the paper was read.

I am sorry that owing to exigencies of service I had to return before the full programme could be completed the last item of which was a conducted tour to Mohenjodaro and Sukkur Barrage on 31-12-33. I was able to visit those places on my way to Karachi but I did the journey alone and not in the inspiring company of fellow-teachers.

I cannot say that the attendance of delegates at the Conference was very satisfactory. There were barely 200 delegates and the Province of Bengal which on account of its financial strength used to send a respectable number of delegates was represented only by two or three. From our own province there were Mr. A. V. K. Krishna Menon Principal, Zamorin College, Calicut, and myself as delegates of the S. I. T. U. and Mr. Eswara Iyer from Cochin. The neighbouring state of Mysore was represented by Mr. C. Krishnaswamy Rao and Dr. G. S. Krishnayya was there representing the Nizam's Dominions.

I was the convener of one section, the University section, over which Mr. Seshadri presided and was the President of another section, the Adult Education section of which Mr. Vakıl was the convener. It would be of a matter of some interest to the readers of this journal to know that I have been re-elected as one of the Vice-Presidents of the A. I. F. T. A. as the convener of the University section for the year 1934.

The journey to Karachi and back again was to me so full of interest. I saw so many places of importance historically and from the points of view of education and co-operation the subjects in which I am deeply interested; but I must reserve for another article my impressions about that journey.

P.S.—I am sorry that I have not correctly given the name of the All-India organisation. It is no longer the old A. I. F. T. A. but A. I. F. E. A i.e. All-India Federation of Educational Associations. This change in the name is expected to give the organisation a wider scope of activity as all those interested in education who may not be teachers may also become its members now.

S. K. Y.

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# EXTRA-CURRICULAR ACTIVITIES IN THE SECONDARY SCHOOL

By

MR. S. SRINIVASA AIYAR, B.A., L.T., M.R.A.S.,  
Vellore.

The fundamental purpose of education is preparation for citizenship and the secondary school is the institution charged with the major responsibility for such training. An average legislator of India is one who has passed through the secondary school and citizenship training is required to a greater extent in the secondary schools of India than in those of any other country. But secondary schools in India generally confine themselves to the courses of study as contained in the curriculum prescribed by the Education Department; hence there arises a great need to frame a careful programme of Extra-Curricular activities in our secondary schools.

There are good opportunities and great possibilities of citizenship training through extra-curricular activities. Athletics are considered to be an extra-curricular activity by most of the schools in India. But physical education is a part and parcel of the general education afforded by a school and the development of the body is considered as important as that of the intellect by educational authorities. In most schools a separate games fund has been constituted in recent years and its administration is in the hands of a Committee where the students of the school have a predominant voice. It is in the administration and organisation of Athletics and the funds that students get a training in those principles that are essential for good citizenship.

Another organisation that is now existing in most schools for citizenship training is the Boy Scout movement. Its chief aim is to help the boys to become good citizens. But all the pupils of a school are not Boy Scouts. However great may be the value of the Boy Scout movement in a school, it cannot take the place of all extra-curricular activities needed in a school for citizenship training. One would wish that every pupil of a school is a member of the school Scout troop; but that day is far off. Other extra-curricular activities are to be sponsored in the secondary schools.

Any such activity must provide ample opportunities for the pupils to follow their natural inclinations. Natural abilities and acquired interests vary with groups of pupils. The chief object of extra-curricular activities should be to awaken and develop a permanent life interest. There is a better method of such training than increasing responsibilities of pupils in school life. What a normal youth needs is kind and sympathetic training in Co-operative activities. One such activity is the organisation and running of student's Co-operative stores in schools. These stores are already existing in some secondary schools in this province. But most of these stores are understood to be run by teachers for the benefit of students. The successful modern teacher should stop with creating an interest in his pupils in this direction and allow the actual working entirely in the hands of the students themselves. Then only a student will get a real insight into the business methods and acquire practical knowledge thereof. His responsibilities are



increased and he comes face to face with some of the life problems. Such a training given to students in their secondary school course would go a long way to mould them as good citizens with a co-operative outlook. This is not the place to point out the various advantages of Co-operative organisations, especially of the consumers' Co-operation. Suffice it to say that every Co-operator helps not only to secure more of the good things of life for himself but for all. If all our students are trained in this valuable education of Co-operation which afford opportunities for practising unselfishness and promoting productiveness what a glorious future awaits our mother country.

Another important activity that can be easily sponsored in a school is to have a student organisation to teach and demonstrate lessons of health to others. Every school pupil is taught principles of sanitation and habits of health. It will be the duty of this organisation to teach these lessons to those that are to be benefitted by them, especially to the masses in the neighbouring villages.

A spirit of sympathy must be created in the pupils and the spirit of giving developed. Floods, cyclones, epidemics and disease cause suffering somewhere or other and frequent appeals for help are received. Students may not be able to contribute much in the shape of money to the help of the sufferer but they can organize shows and send the proceeds to them. Students generally love to dress up and give shows. If the spirit of sympathy and the spirit of giving are developed in boys, then these shows not only develop the histrionic talents of the students but also give them a good training in citizenship. The value of dramatics in a school need not be specially pointed out here. It has been recognised that the histrionic talents of the students of schools are to be developed; it is also necessary at the same time that it is not developed merely as a talent but as the basis in good citizenship training with the spirit of sympathy, love and charity as its chief objectives.

The histrionic talent, in South India, is closely allied with the musical art. This art is one that is sadly neglected in most of our boys' schools and opportunities should be afforded by each school for the development of this talent in the boys. Life interests are often awakened by music instruction in schools and music generally ennoble a man. It may be possible to make the shows of the boys more interesting and a good orchestra can be combined with the dramatics.

School excursions, when arranged by students themselves afford great opportunities for good citizenship training. It is essential that these are programme of extra-curricular activities. Its chief objective should be himself in the back ground. The teacher should also follow the excursion party, offering advice whenever it is sought and exercising his wholesome influence to save the party from real danger. Everything else connected with the excursion should be done by students themselves.

This list is not intended to be exhaustive and the activities may vary from school to school. But in every school there must be a well organised programme of extra-curricular activities. Its chief objective should be preparation for good citizenship. The success of these activities will depend on the enthusiasm and personality of the teachers and the head master. It behoves them to promote these activities as best as they can and to afford opportunities for the several boys and girls in their charge to grow into good citizens.

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## RURAL REORGANISATION \*

By

DR. G. G. GILLIE,  
*South Africa.*

I am going to confine my remarks more or less to one part of South Africa, the Cape Province, but they will, largely apply to the other provinces.

Rural education in South Africa is an exceedingly interesting affair. When you think that the Cape Province has an area of 273,000 square miles, that the whole of South Africa is over half a million square miles, while German West Africa has more than one million square miles, and that all that area has been maintained by less than one and a half million people, you will realise that we have had some things to do beyond thinking of education. You will then be surprised to hear that after 1850 it would be a very difficult thing to find any adult European in South Africa who could not read and write his name. We have it on record that in the year 1846 half the men in London who got married could not sign the marriage register. In South Africa such a thing was unknown. How did that happen?. It happened in this way: it was the custom, a tradition, almost a law, that everybody became a member of the Church. When the pioneers started in South Africa they were Roman Catholics and went to South Africa because of their religion. They had the Catholic idea that you could not get to heaven if you did not belong to the Church and the Church had a rigid rule in those days that nobody could become a member of the Church unless he could write his name and read the bible. So everybody learnt to read and to write. The parents taught their children themselves or they had itinerant teachers.

When the country became more settled, schools were started. In the last century the Government of Cape Province got out from Scotland a man named Donald Ross. They gave the title of Superintendent General of schools, and he had the opportunity of visiting every school in the Cape Province. He then brought out a report. He was very much struck with the lack of educational facilities in the outlying districts of the Province and he therefore drew the attention of the Government to the fact that the farming population in South Africa had such poor facilities.

The result was that a law was passed, that when you could get together four children—at present it is five—you could start a school, and you could get a teacher and a subsidy from the government. The maxim was laid down by Ross that you have to bring the school to the child instead of the child to the school. That more or less is the state of affairs now. We have the right now to have a school every three miles.

Let me describe a school on an outlying farm. The teacher is staying with the farmer. The school is kept either in a little building for the purpose

\* A discussion at the British Commonwealth Education Conference held in London in 1931.

or in one of the rooms of the house. It is fifty or more miles from the nearest railway station, and there she has perhaps seven or eight or nine or twenty up to about thirty children. If you have thirty-one children you get an extra teacher but when you have below ten you call the school a private farm school. Above ten it is a Primary school.

The last job I had before I sailed was to get a school in the district, where I am Chairman of the School Board, to fight the Education Department for an extra teacher in one of these rural schools that had thirty-six pupils. There are two teachers there now. Even in this financial stringency that rule is kept. In some of these single-teacher schools exceedingly good work is done, but in others the standard is very low. You can imagine that a teacher (living on a farm with her eight, ten or twelve pupils) fifty or sixty miles away from the nearest railway station, finds it very hard to be vigorous and lively, and up to the minute in the philosophy and methods of education.

So we have begun in South Africa to give our thoughts to what we call centralisation. I see it is called re-organisation here and consolidation in America. Six years ago, in order to see how the problem is tackled in other countries, I visited Denmark, and the United States. I was very much interested in the problem as it is tackled in the United States.

There it means quite a different thing from what it means in South Africa. You will find that the American schools are consolidated on the land; they put them along the high road, instead of bringing children from the rural areas to a high school in the city or town. In South Africa, with very few exceptions, we are bringing in the pupils to the town school. There is only, as far as I know, one consolidated High school in South Africa that is not situated in a town or village. Our way is to bring the pupils in from the countryside sometimes by motor lorries, and sometimes by donkey carts, and sometimes by ox carts. We bring them into the village or town to the high schools. Here I may mention another interesting experiment of ours in centralisation. In South Africa we have the sort of person we call the "poor White." He is a man who has lost his will power, who has lost all effort, all ambition. It is a very difficult section of the community to deal with, and some years ago a law was passed to start for these people what we call indigent boarding houses. The Government pays £ 16 or £ 17 per annum for every child below the age of sixteen and above the age of seven. They are collected in boarding houses in town or villages. These houses are mostly managed by charitable institutions. We have more than seven thousand children in these indigent boarding houses. As we only have 130,000 white children in our schools, seven thousand is a very high percentage.

There are certain objections, however, to this type of centralisation. In the first place, these children, when they get into the villages or into the towns, get city-minded or town-minded or village-minded, and it is difficult to get them back into their rural areas and to make them adapt themselves to the surroundings. This does not appear to be the case in Denmark. I was very much struck by the Folk high schools there, where they get farmers and farm labourers into schools and educate them for six months, not in agriculture and handwork, but in conversation, science, literature, art and music. When I asked whether this education did not make them misfits when they got back to their own surroundings, I was told "No, the sort of education we give them here makes them better farmers and better farm labourers."

I want to speak now of another problem, *i.e.*, the problem of the curriculum. I think that is a very much more important question than the question of centralisation. What sort of curriculum must you follow in these Rural Schools? In America they have a very large number of these one-room schools. They are just like the schools in South Africa except that the teacher in the United States looks even younger than the teacher in South Africa. With us you will find that if a child passes his Standard I in the Rural school he can go to the school in Cape Town, or any of the large cities, without the slightest jerk. There is no difference in the curriculum. We are democrats, and we think that it is the height of conservatism to prepare a child merely for the work that has to be done in X. He is not going to stay in X. The European system maintained a type of school for each level of the population; the working man and the labourer were to get the sort of education that would fit them for the work of their own class. We in South Africa have not got that. Everybody is educated in the same way. Every child in our schools follows the same curriculum, because we have discovered that most of our leading men, at least in Dutch-speaking South Africa, have come from those schools. If you say to a boy, "You are a farm boy, and we are going to educate you to be a farm boy," that is wrong because he may turn out to be a Minister of State. We are so democratic that we are sometimes ridiculous in this respect.

Let me just tell you the experience that I had in a school on the borders of the Kalihari, that I visited at the end of May last. I had a conversation with the gentleman at the head of this Moffat Institute, and asked him, "What is your idea of the education you are giving to your boys and girls." He said "My idea is to educate them away from the Kalihari. There is nothing doing for them here. They must get away. I cannot train boys and girls to live their lives in the Kalihari, but must train them to get some work to do in Cape Town or Johannesburg, because there is no work for them here."

I suppose you find the same thing in all rural areas. You find it, I think, with a vengeance in Scotland. What is happening in your country is happening in my country. There is a rural exodus whereby life is being impoverished. In South Africa at the present day the facilities are so great that hardly any boy or any girl with ability and vision was debarred from a secondary education. All the able boys and girls go to high school. They go to the University or Training Colleges or into business, and the work of the rural areas is done by the unambitious, the stupid, the dull and the less vigorous. That is becoming with us a tremendous problem. How can we give people a secondary education and then persuade them to go back to other than the white collar occupations? I think that is a problem all over the world.

Everybody that gets into touch with the real South African farmer, as we know him in the Western parts, knows that he really is an aristocrat. The best farmer I have seen are the Danish farmers, but the South African farmer is a very close second. He is a king. If you walked on to my brother's farm he would meet you on his stoep as a king. He would meet the Lord, Jesus Christ, in the same way. You cannot help feeling that he is a king. We are very much concerned to preserve that type and to improve it, and it is for that reason that we are giving much of our attention to this question of rural education.

Rudolf Steiner starts one of his essays by saying that all nations are suffering from one and the same disease, namely the unsolved problem of the Elementary school. An American writer on sociology has ventured the axiom that no nation has ever succeeded in bringing up its children successfully in a large city. I saw a remark by somebody at Oxford last week, that most of the children in our Elementary schools are little hooligans. There you are. What does the man in the street say about our work? That we have not succeeded yet in solving the problem of the Elementary school. And when we are all by ourselves and reporters are not listening, we can admit that we are not satisfied with our handiwork. When you get into a sparsely populated country like South Africa, where you have one school child per square mile, this problem multiplies itself many times over. It is a very difficult problem, and we look to you of the New Education Fellowship to help with it, so that we can follow what is going on in different parts of the world.

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*Miss. Marjorie Wise (England)* remarked that Dr. Gillie said there were two problems, the curriculum and re-organisation. These were really one, because if you were going to have a different curriculum for town and country, you could not have re-organisation. If you had separate courses, you would have to decide at the beginning of the course whether these children were going to be town dwellers or country dwellers. The real argument in favour of a special rural curriculum was that you were using what the children know as the basis for their education. She often wondered what effect it would have on agriculture if only the duller children went back on to the land. And yet no honest English teacher could encourage a clear boy to stay on the land when all he could earn was £80 a year. You had to remember, too, that many of the little schools in England have become centres of village culture. The village teacher and his wife have in many cases taken the place that in the old days clergyman used to hold. Personally she had grave doubts about this matter of re-organisation. In some ways it would be a tremendous loss to the country.

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*Mr. Kinloch (Scotland)* said that conditions in Scotland were tremendously varied. One of the best rural schools he ever went into was a small school with about twenty children in the West Highlands. The education was above what you got in town schools anywhere, but the children had never seen a steamer, a motor bus or a telephone. The teacher had to get someone to send along trees to show them, as in some of the West Highlands there are no trees at all. To make any difference between the rural child and the town child in education was going to be a disaster. It was a Scottish tradition that the country child should have encouragement and access to the University.

The teacher, besides being a teacher, was a citizen, and unless we were going to tackle the whole rural question from the point of view of a citizen as well as a teacher, we were going to be in a disastrous position. Rural depopulation was going on everywhere all over the world, and it was useless to pretend that we could solve this as educationists without remembering that we were also citizens. In his own district, generally more than half the pupils went on to the Central school. They went by steamers, had their fares paid, their books free, and if necessary might get an allowance for the maintenance, although that was very uncommon. From the school they

went on to the University. By this means a tremendous proportion of Scots went on to the University, three times as many as in England.

At the present time boys in the village schools of Scotland often got the same education as they would if they went into the Secondary school. In all cases they had a trained teacher, very often even in a rural school one with an M. A. Degree, so that he could teach elementary French, Latin, Mathematics. The pupils got one language and more handwork. The education in the rural school was as good as in the town, but it was defective on the social side in that the boy or girl did not come into contact with the bigger centre.

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*Mr. Malony (South Africa)* urged that every boy should be given a Secondary school education.

With regard to the curriculum, he said that two subjects had recently been introduced into the secondary and high school curriculum which greatly influenced rural life—biology and agricultural science. Biology was now a compulsory subject for the first two years in High schools. A great many boys availed themselves of the teaching in agricultural science, became farmers, and took an intensive interest in their farming and ground.

With regard to the Primary school, he believed in a sound general education. But the teacher on a farm school must use elasticity as to the curriculum and be able to introduce subjects like nature study. He thought they ought above all things to teach science in the Primary school.

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*Mr. Hill (New Zealand)* stated that in New Zealand there was a constant exodus from country to town. The last ministerial Education report published last year, was strongly in favour of the further consolidation of one-teacher schools in the country.

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*Dr. R. C. Wallance (Canada)*. The Chairman said that if a girl teacher going into a country school did not get to know something about the pioneer history, the social conditions, the geography, the biology or the industry indigenous to that part of the country, she was missing her vocation as a country school teacher. It was fundamental that in and through everything you taught there should be that contact immediate and continuous with the thing the student understood.

Why agriculture was not taught in the schools of the United states was because the farmer did not want to see a girl of twenty teaching agriculture to his boys and girls. He remembered a little country school which he knew as a boy. The headmaster had been there for many years, and he was a very outstanding botanist, a well known archaeologist, a good bacteriologist, a good geologist and a very good mathematician, and he knew agriculture. A boy got something in a little country school like that which he could never lose.

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# THE TAMIL NADU COMMUNITY TRAINING SCHOOL

By

MR. K. G. SIVASWAMY.

The Servants of India Society whose main object is to build a higher type of capacity and character in the masses of people by providing a special trained agency to work for the country in a truly missionary spirit has always deputed its members for rural uplift work such as the promotion of Adult Education, Elementary and Vocational Education Schools and assistance to Co-operative Societies and Village Panchayats. Their experience has shown that a change in the "whole man" is necessary if advantage is to be taken by the people of the services rendered by the State departments as those of Agriculture, Co-operation, Health, Medical Relief, Education and Industries. A keen desire for better living, the will to work hard and earn, and the corporate sense to combine for the common good and one's own economic betterment should be developed in the masses while at the same time informed leadership should also be trained to work for public benefit on sound and practical lines.

*Training for a Vocation and Public Life.*—To achieve this object the Servants of India Society has proposed to run a boarding school at cheap rates suited to the children of the poorer classes who have read up to the IV class in the elementary school, and to train them in general knowledge, agriculture and cottage industries for a period of 4 years. The proposed school will make it possible for those young men who cannot afford to read in an English School to improve their general capacity and befit themselves for all lower grades of employment in Companies, Public Offices and the Railway. It will attract the poorer classes of students who want to qualify themselves as teachers. It will attract the sons of better situated agriculturists in villages, particularly in the dry tracts, who, for want of a cheap education easily lapse into illiteracy after their course of elementary education. It will give a useful education to those who want to settle in lower unskilled employments or go back to the village and who, for want of such education are forced to read in the lower classes of the English High School without much benefit to themselves. The training in agriculture will create a new type of young men ready to practise useful agricultural improvements. The training in the cottage industries as weaving and carpentry will prove a useful manual training, improve the general capacity for making elementary repairs in their houses and for their implements, and provide a hobby for leisure time. The general civic training will, it is hoped, help to create the village guides and volunteers who will urge for the compulsory education of children, a rural water supply, better roads, sanitation and lighting, latrines medical relief, playgrounds, clubs and libraries, and a better treatment of women and the untouchables. Such a training will help in shaping leaders who will understand how to utilise the co-operative society and the panchayat for the benefit of the people, who will assist the government staff in their rural uplift work, who will prevent the misuse of power by taking necessary action, and who, knowing civic responsibilities, will teach the voters, the

proper exercise of the vote in relation to the Local Bodies and the Legislatures of the country. The co-operative movement has established Institutes to train their staff, namely the teachers who are to teach the masses. The proposed school directly takes on hand the training of the latter in general capacity and leadership.

*The centre.*—Mayanur has been chosen as the Centre as it is equidistant to all places in the Tamil Districts and is also easily accessible to all of them.

*Board for Hundred Students.*—It is proposed to make provision for boarding and lodging for a hundred boarders to be selected generally at the rate of ten for each district, at the same time giving preference to those students who are recommended by institutions which contribute to the fund of the Centre.

*Courses of Training.*—It is also the idea of appointing an agricultural demonstrator with the aid of the Government who will teach the theory and practice of both agriculture and co-operation. The school will also give a course in just those elements of Law and Administration, which are the necessary equipment for every citizen of a modern State.

*The Example of Missionary Workers.*—More than the courses of instruction, what is really required is the discipline in personal life, proper social behaviour, simple living, a high sense of duty and the civic sense. These characteristics have to grow by personal example and the constant regulation of personal life. The Servants of India Society claims that it is one of the organisations in the country actuated with the spirit of missionary service, and hopes that association with its workers ever intent in working themselves out for the cause of the country on a subsistence allowance, will create sufficient environment to evolve in the student a higher type of character and discipline.

*Short Courses for off Seasons.*—The centre will also give short courses for the farmers during the off seasons with the object of inculcating in them a liberal outlook to make the most of agriculture.

*Advanced Courses for Social Workers.*—To students with University degrees, to social workers working for the uplift of the masses, and to the rural staff of Government as well as Local Bodies, the proposed school, it is hoped, will provide advanced courses of instruction in rural economics and thus supply a specially trained agency for village uplift work.

*Wanted Rs. 25,000.*—Already a building costing over Rs. 5,000 has been put up as a Workers' Home of the Servants of India Society at Mayanur and a site of 4½ acres has been purchased at a cost of Rs. 250 on the road side two furlongs west from the Mayanur Railway Station. As will be found from the rough plan enclosed, it is estimated that the class rooms, the dormitories, the kitchen and the dining hall, the teachers' quarters, a well, the guests' house, an office room and library will cost a sum of Rs. 25,000.

*The Registrar's Appeal.*—It has been found by experience that it will not be possible to make this amount purely by individual subscriptions. In

so far as the proposed scheme will benefit the Co-operative Societies by training the children of their members for a vocation and public life and by also training leaders for the good management of village institutions, the President of the Servants of India Society requested the Registrar of Co-operative Societies to circularise the latter to contribute from their Common Good Funds for the school.

The Registrar, Mr. D. N. Strathie, in his circular B. 2171|33 of 4th May, has recommended to the Societies that they should contribute to the building and the maintenance of the proposed school so far as their Common Good Funds permit and that the Deputy Registrars should not hesitate to register amendments made with the object to contribute to the school. In his circular he says "that the hope for all village institutions and particularly for Co-operative Societies lies in bringing up the younger generation in a true spirit of unselfishness and social service, that the association of village youths with workers such as are found in the Servants of India Society will have a lasting beneficial effect, that he has every confidence in the members of the Servants of India Society, and that he is glad to support the request of the President."

Knowing that no good cause will really suffer for want of financial response, we appeal for funds to the public and the Co-operative Societies so as to make it easy for us to start and run the proposed school as early as possible.

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*(Teachers-in-Training Section.)*

## **PARENTS AND SCHOOLS**

By

MR. B. B. SUNDARAM,

*(Senior, Sec. Grade, Pasumalai.)*

Schools are places for educating or giving instruction usually of a more elementary or more technical kind than that given at Universities. Schools alone cannot achieve this purpose of educating the children if the parents of the children studying in schools differ from, and do not co-operate with, the teachers of the schools where their children study. If schools and parents co-operate in the education of their children the achievement will be greater than what is expected from the school alone. So, to educate the children both parents and schools should co-operate in their endeavour.

But, the great evil in Indian schools is that it is difficult for the teacher to come into touch with the parents, so that the home and the school do not often co-operate with each other in the education of the pupil. This is due to the fact that the parents are mostly poor and ill-educated. Almost all the villagers are very poor and so they think that doing some "petty private business" is more important than attending the school regularly. Moreover, the parents who are acquainted with the old method of teaching and who find the new method beyond their comprehension, condemn teachers and their methods downright. Here the teacher has to play his part intelligently and carefully to gain the favour of the parents of the children. This he can do more effectively by following the methods which will be indicated below.

Schools can secure the good-will and co-operation of the parents most effectively by inviting the parents to all the school functions. Now 99 per cent. of the schools do not invite the parents to school anniversary and other important functions.

This is not due to the lack of interest on the part of the school authorities but it is due to the economic depression prevailing throughout the whole world. Schools can gain the friendship of the parents when their children are being admitted newly to school. No boy should be admitted to the school who is not brought by the father in person. For, the interview of the headmaster with the parents will create in them sympathy and love towards the school. The good-will of the parents can also be obtained by the teachers if they render proper assistance whenever required by them. Another means of promoting communion between home and school is by visiting the homes of parents and having a friendly talk with them about the future of their children. These methods will be most helpful in securing the good-will of those parents who are not very well educated. But how may the schools secure the active help of the educated parents which is more valuable? Their co-operation and good-will can be got by sending regularly progress

cards to them regarding the conduct and progress of their children at school, by sending school magazines which contain a report of all kinds of activities which the school has for the well-bringing of their children, by holding open sessions and inviting the parents to visit the school when the school work is going on regularly, and lastly by organising and working a parents' association.

If the parents realise their part in the education of their children they will also without any doubt assist teachers in carrying out their work properly and efficiently. They can help the teacher by training their children in truthfulness, obedience and cleanliness; by sending their children regularly and punctually to school; by exercising a kindly supervision over the home work given by the teacher; by good personal example in matter of speech and action; by supporting heartily every school function; and lastly by supporting the teachers' authority.

So, even though the school and the home are two different factors yet they both have to co-operate in the matter of education of the children. If the parents differ greatly from the teacher, the teacher finds it very difficult to manage the pupils. So, if teachers and parents realise truly their duty they will co-operate with each other in the matter of educating the children and do it more efficiently than they do now.

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## ***PRINCIPAL CONTENTS FOR THE FEB. ISSUE***

### **ENGLISH IN SEC. SCHOOLS CHAMPION SCHEME —AN EXAMINATION**

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## TIT-BITS FROM THE EDUCATIONAL WORLD

ANGLER.

*Five Compulsory Subjects.*—At a recent meeting of the Delhi-Ajmer-Merwara Secondary Education Board, it has been resolved to have five compulsory subjects of study for the secondary school course, instead of four compulsory subjects and one optional subject. Have they taken the cue from the Madras University Academic Council?

*Dr. Sapru on Secondary Education.*—In refreshing contrast to the many convocation addresses delivered in recent times, Dr. Sapru's address lays stress on the importance of laying proper emphasis on Secondary Education as a sound link between Elementary Education and University Education. The Madras Ministers of Education since 1919 have all been treating Secondary Education as the Cinderella in the educational ladder. Will our Minister for Education read the address of the Rt. Hon. Tej Bahadur Sapru and profit by it?

*Harijan Education.*—The memorandum of Rao Bahadur R. Srinivasan, Harijan leader, which was discussed with Mahatma Gandhi at Madras raises the question of separate or common schools for Harijans. Departmental guidance at Madras has been both in the direction of separate labour schools and towards Harijan admission in common schools. It is true that in some places Harijan admission in schools for caste Hindus has met with opposition. But that is insignificant. Under the educational rules, no school can deny admission to Harijans. Yet, there is great force in the argument of Rao Bahadur Srinivasan for separate schools, because the development of the Harijan community up to a level would be easier in separate schools for Harijans, as for Europeans and Anglo-Indians.

*Insurance for Teachers.*—The proposal recently made by a member of the Andhra Teachers' Federation to bring forward an insurance scheme for teachers is a nice idea and may be a fruitful one, if it is worked up as a Teachers' Unemployment Insurance Scheme. The writer has in his possession a scheme for the purpose prepared by a competent actuary and if funds are made available to initiate the scheme, it will be a first class solution of the problem of teachers' security of tenure.

*The Ninth A. I. F. T. A.*—The Ninth A. I. F. T. A. at Karachi has done well to take up the important questions of an All-India Teachers' Registration Council and Service Conditions of Teachers. What is required is an A. I. F. T. A. Committee to enquire and report on these with a view to make the demands effective. Principal Seshadri's international experience will certainly be of immense help to make these live issues in the near future.

*Well done, Mysore University.*—Unlike the University extension boards of the Madras University which confine their extension activities to the academic proletariat, the Mysore University is rightly concentrating on extension of University knowledge to the masses in the language of the Mysorean by means of extension work. The Madras University will do well to get out of its rut and justify the existence of extension boards in terms of extension of knowledge to the people in their own mother tongue or vernacular.



*The Champion Scheme.*—After all, the Department of Education has moved in the matter of the Champion Report on Elementary Education and Educational Officers are busy preparing area schemes for concentration and consolidation. Simultaneously, teacher-managers, the Muhammadan Education Association of South India and the Catholic Education Council are busy opposing and suggesting alterations. It is a tragedy that the Department, even on the eve of the advent of the so-called democratic Swaraj, should be so wooden as not to consult agencies and workers concerned before preparing area schemes. It is quite possible and desirable for Educational Officers to collect competent people informally to co-operate with them and produce schemes with maximum agreement before they are officially imposed. Like the N. U. T., the S. I. T. U. must form an Elementary Education Committee to unofficially work at the concentration and consolidation scheme and present it officially to the Department as the considered view of organised teaching opinion. Will the Department and the S. I. T. U. work together?

*Educated Unemployed League.*—Kumbakonam has done well in starting the Educated Unemployed League. A preliminary census of educated unemployed in each town will give occupation for the league. On the basis of this census which will give an idea of workers available, plans of social reconstruction in urban areas may be made and groups of unemployed people may work at them. If local bodies are in earnest about social advancement, the Unemployed League might well tap local funds for grants. In particular, the league might take up the question of the backward and retarded and the maladjusted child. Co-operation between the local authorities, the University, the Department and the league will be an effective aid to studying the problem child and adjusting him to his environment in home, at school and in the world. In this way, one of the heaviest burdens of teaching may be lightened.

*Support for Service Conditions Bill.*—It is gratifying to note that the S. I. T. U's lead in preparing and sponsoring the Teachers' Service Conditions Bill is meeting with general support. The Education Week number of the 'S. I. T.' affords material for a symposium on the subject. At this stage, it is necessary for all constituent associations and guilds to recognise the need for speaking with one voice through the headquarters and the authorised committee for the purpose. There is a tendency on the part of some guilds to take up the work of drafting a Bill. This is a folly. Constituent associations must be content with sending their suggestions to the Expert Committee and divert all their energies to steady and persistent propaganda to canvass support for the Bill from all quarters, local effort being supplemented by speakers deputed from the headquarters. Mr. Satyamurthi's support to the Service Conditions Bill at the Andhra Teachers' Federation is a welcome sign of public awakening. Guilds in each district must get into touch with local M.L.C.'s and educate them in the provisions of the Bill. The S. I. T. U. headquarters must have an active Press and Propaganda Committee to meet M.L.C.'s during Council sessions. Valuable spade work could thus be done in the direction of getting the legislative enactment. The Bill and the Bill alone must be the rallying cry of the Union and its units to bring about the discomfiture of enemies of the teaching profession and education through harmonious partnership between employer and employees.

*Vigilance or Tenure Committee?*—It is better if the S. I. T. U. changes the name of the Vigilance Committee which is associated with the Brothels Act into Tenure Committee. There is precedent for this, since the N. U. T. of England has its Tenure Committee with Mr. A. F. Chubb as its Secretary. The fifth Report of the N. U. T. Tenure Committee had under consideration 50 tenure and 114 advice cases. In England too, the Tenure Committee is faced with cases of termination due to friction, closure of schools, staff reductions, amalgamation of departments, dismissal of married women teachers,

adverse reports and prolonged ill-health. The Tenure Committee in England has information on the general position of tenure in schools all over England and it gives publicity to the information received and the action taken on it by the Union. The position in South India is very different. Whereas teachers and employers and authorities in England are willing to come under public scrutiny, all concerned in tenure in educational institutions in South India fight shy of publicity. The reasons are obvious. The foremost is that educational management here is based on the Kangani ideal. Managements entrench themselves in their right to terminate service of employees at their pleasure. Teachers are suffering from an unnecessary humility and are doing a disservice to the cause and dignity of the teaching profession as a service by sullenly submitting to maladministration by managements, breach of contract, justice denied, justice delayed and justice miscarried. Teachers have to expose these in self and professional interest so that public opinion might be focussed on these scandals. If they do not, they let go the case for professional advancement, for their right to be heard and to have redress. If they cannot do it individually, let them give the true facts to the Unions which will take up the work, and bring about collective bargaining. After all, teachers have built up the institutions by their sacrifice of time, energy and salaries, and by their blood. It is the professional right of teachers to be partners in running schools and colleges with employers, where at least employers have no education endowments of their own. The Union must agitate for the recognition of this new technique in educational management of joint responsibility of employer and employee. At the same time, the Union must organise effectively, and unionism must deal a death blow to apostles of disunion in the teaching profession by rules for application and disaffiliation of constituent bodies to secure moral control over the profession.

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## FROM OUR ASSOCIATIONS

### THE RAMNAD DISTRICT TEACHERS' GUILD.

A Conference of the Ramnad District Teachers' Guild was held on 16—12—1933, in the High School hall, at Paramakudi. Over thirty teachers attended the Conference, representing seven affiliated associations.

The Conference began with a public meeting presided over by the District Munsif of Paramakudi, Mr. Chakravarthi Ayyangar, B.A., B.L., at which were delivered a lecture on the "Reaction on the teacher of modern methods" by Mr. P. Ramanatha Ayyar, B.A., L.T., Paramakudi, and another on "Cultural and practical aspects of education" by Mr. M. Rajah, B.A. (Hons.), Paramakudi.

The public meeting over, the Conference proper began under the chairmanship of Mr. N. S. Venkatarama Ayyar, M.A., L.T., the President of the Guild. The first resolution was one heartily endorsing the Service Conditions Bill (as drafted by the S. I. T. U.), and requesting the affiliated associations to gain local public support for the Bill.

The most important resolution was one forming several Committees on Books and Studies for the district, whose work would be (1) to advise schools on books suitable as text-books as well as books suitable for the library, and (2) to frame Model Syllabuses in the various subjects. It was adopted with enthusiasm, since it implied co-operative constructive work in the field of education.

By another resolution, the Guild organized periodical Inter-school Debates for the district and announced as a subject for the first competition, "Is a Boarding School more beneficial to the student than a Day School?" It was proposed to hold the first competition soon after the close of the S. S. L. C. Public Examination of 1934.

Among the other resolutions was one requesting the S. S. L. C. Board to drop quantitative questions in the Chemistry practical paper, and another was to request the dramatic Associations of the Ramnad and Paramakudi schools to stage plays in aid of the Guild. The Conference proceeded next to elect five delegates to the ensuing Tamil Lovers' Conference, Madras, viz, Messrs. N. S. Venkatarama Ayyar, M.A., L.T. (Karaikudi), C. Viswanatha Ayyar, B.A., L.T. (Manamadurai), K. Krishnan Nair, B.A., L.T. (Paramakudi), A. Viswanatha Ayyar, B.A., L.T. (Ramnad), and P. Sundararaja Ayyangar, B.A., L.T. (Virudhunagar).

The meeting closed with a hearty vote of thanks to the Paramakudi Teachers' Association, who had made the necessary arrangements for the holding of the Conference, and also played the host to the delegates that assembled. It was announced though informally, that the next Conference of the Guild would be held on the 26th of January, 1934, at Virudhunagar, synchronising with the Annual Meet of the District School Sports in that place.

The following resolutions were passed:—

I. (a) This Guild heartily endorses the Teachers' Service Conditions Bill, as drafted by the S. I. T. U., and earnestly requested the M.L.C.s of the Ramnad District to support the Bill with their voice and vote in its passage through the Madras Legislative Council.

(b) The Guild requests the affiliated Associations to organize public meetings in their respective centres, for obtaining support for the Bill.

II. Resolved that, for the purposes of this Guild, the District of Ramnad be divided into four circles, as follows :—

- (a) The Western Circle—including Sivakasi, Srivilliputtur, Rajapalayam, Watrap, etc.
- (b) The Central Circle—including Sattur, Virudhunagar, Aruppukkottai, etc. ;
- (c) The North Eastern Circle—including Sivaganga, Karaikudi, Pallathur, Devakottai, etc. ;
- (d) The South Eastern Circle—including Manamadura, Paramakudi, Kamudhi, Abiram, Ramnad, etc.

III. (a) Resolved that Committees on Books and Studies be organized by the Guild in the various Circles of the District ; with the object of—

(1) Advising schools in the District on books suitable as text-books and books suitable for the library ;

(2) Framing model syllabuses in the various subjects of school study.

(b) Resolved that the President be authorized to constitute such Committees very soon in the several Circles, and report his action for the approval of the Guild, at an early Conference

IV. (a) Resolved that the Guild organize periodical Inter-school Debates for the benefit of the schools in the District, and arrange for the award of shields and prizes for the most meritorious of the competing schools and scholars.

(b) Resolved that the President be authorized to arrange for holding, at an early date, an Inter-school Debate in English on “Which is more beneficial to the student—a Boarding School, or a Day School ?”

V. Resolved that the Histrionic Associations of the Ramnad and Paramakudi schools be requested to give, either conjointly or severally, a benefit Dramatic performance in aid of this Guild.

VI. Resolved that the S. S. L. C. Board be requested to drop the setting of questions relating to quantitative work, in the Chemistry practical paper.

#### THE DEVAKOTTAI ELEMENTARY TEACHERS' ASSOCIATION

The usual monthly meeting of the Association took place on Saturday the 6th instant, at 2 p.m., in the local Taluk Board School, under the presidency of Mr. Srinivasa Aiyangar, B.A. Mr. V. Krishnaswami Aiyar, the local Deputy Inspector of Schools and the ex-officio President of the Association, was also present. Over 50 members were present.

Mr. T. S. Rajagopala Aiyar, B.A., L.T., of the local High School, spoke to the members, at length, about the work done to the teaching profession by the District Guild and the S. I. T. U., the usefulness of the ‘South Indian Teacher,’ the professional organ, and the importance and necessity for supporting the Teachers’ Service Conditions Bill prepared at the Trichinopoly Conference. He requested the Association members to get affiliated to the District Teachers’ Guild, and thereby indirectly to the S. I. T. U., to subscribe for and support the journal, and to give their support for the Service Conditions Bill.

Three resolutions were unanimously passed by the members, to get the affiliation with the District Guild, to send for the journal and to accord the heartiest support for the Bill and the Secretary was authorised to give effect to the resolutions at an early date. The meeting terminated after the vote of thanks by Mr Subrahmaniam, the Secretary, to the chairman and the lecturer.

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#### BOARD HIGH SCHOOL, TIRUKOILUR

The Anniversary and Prize Distribution of Board High School, Tirukoilur, was held on Monday the 17th December, 1933. Owing to the unavoidable absence of M.R.Ry. T. V. Apparasundara Mudaliar Avl., the District Educational Officer, South Arcot, M.R.Ry. Rakunni Nair Avl., Revenue Divisional Officer, Tirukoilur, occupied the chair. The function commenced with the Scout Display and Scout Investiture. New Scouts of the troop, on taking their promise, were presented with badges. After the variety entertainment, including music by boys and girls, prizes were distributed to the several winners. The pupils of VI Form then staged Moliere's Comedy, "The Doctor in spite of Himself" With the distribution of pan-supari, the function came to an end. Many of the local gentry including two prominent members of the District Board, attended the function.

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# SALEM DISTRICT TEACHERS' GUILD

## AUDITOR'S REPORT FOR THE YEAR 1933.

Sirs,

I have the honour to present the Audit Report of the Salem District Teachers' Guild for the year 1933.

The year opened with a balance of Rs. 69-5-6. A sum of Rs. 5, the annual subscription of one association, which was in arrears, was collected during the year. Seven associations paid Rs. 78 for the current year. Three associations have yet to pay their annual subscription for the year 1933. The total expenses came to Rs. 139-7-6, leaving a balance of Rs. 12-14-0.

All items of expenditure are supported by vouchers and are duly sanctioned by the Committee as per rules of the Guild. All postal expenses were verified with the letter book maintained by the Joint Secretary, and found to be correct. The cash book is maintained properly.

Herewith is appended the Balance Sheet of the Guild Accounts. The closing balance of the year is Rs. 12-14-0, of which Re. 1 is with the Secretary.

### Balance Sheet.

<i>Receipts.</i>				<i>Charges.</i>			
	Rs.	A.	P.		Rs.	A.	P.
1. Opening Balance ..	69	5	6	1. S.I.T.U. annual sub- scription ..	17	0	0
2. Annual subscription from one association for 1932 ..	5	0	0	2. Donation to S.I.T.U. Silver Jubilee Fund.	20	0	0
3. Annual subscription from 7 associations for 1933 ..	78	0	0	3. Silver Jubilee Books.	10	0	0
				4. S. I. Edn. Week Donation ..	5	0	0
				5. All-India Education Bulletin ..	1	0	0
				6. D'puri Conf. Photo Block ..	5	0	0
				7. Letter paper, printing, binding, etc. ..	8	13	0
				8. Travelling Expenses.	51	6	9
				9. Postage and M.O.C. ..	21	3	9
					139	7	6
				Closing Balance ..	12	14	0
Total ..	152	5	6	Total ..	152	5	6

Salem Dt. Teachers' Guild,  
B. H. School, Krishnagiri,  
24—1—1934.

K. GANGADHARAN NAIR, B.A., L.T.,  
Auditor, 20—1—1934.  
K. S. CHENGALROYA AYYAR,  
Joint Secretary, 24—1—1934.  
(True Copy)

## EDITORIAL

### Erode Comrades

Our readers will be glad to learn that the suits filed by Messrs. Kasturiranga Aiyangar and Ramakrishna Aiyar of Erode against the management of the Mahajana High School, Erode, have been decreed in their favour. The circumstances which led to the filing of the suit had already appeared in our columns. This is the first time that the legality of the action of the management came to be questioned in a court of law at the instance of teachers under its control. This is also the first occasion when the S. I. T. U. was appealed to for help by teachers to vindicate their position. It should be a matter for great satisfaction that the contentions of the two teachers should have been, in the main, upheld. The help which the S. I. T. U. representing the teaching profession, has been able to render may not have been prompt and adequate; yet it heartily congratulates the two teachers who have courageously faced the situation and stood for the fair name of the profession. Our two friends have been closely associated with the Union for several years and their faith in the Union remains unshaken. The spirit with which our two friends bore the suffering all these months calls for warm appreciation on the part of teachers. The Vigilance Committee has a few more cases in hand and it is scrutinising the connected papers and consulting expert opinion. It will be admitted that, without adequate resources, the Union can hardly do anything to improve the situation. The profession cannot sit with folded hands as if it were a mere onlooker and yet expect the conditions to get better. Teachers in distress require help in different directions and they look to the S. I. T. U. to do the needful. There is need for building up a substantial Defence Fund which will enable the Union to give temporary relief to teachers or to back them up when they are unjustly dealt with by the management. We hope the members of the teaching profession will not be wanting in the spirit of sacrifice. They should be wise to perceive that, by contributing to the Defence Fund, they are helping themselves as well as the profession. To build up an organisation which can act in any emergency is the surest means of ensuring the security of tenure of service of teachers. Professional sympathy and solidarity should take a more responsive and tangible form and it is necessary that the contributions from teachers should be spontaneous and continuous. With a speedy flow of contributions, the Defence Fund will surely develop into a potent factor for good in a few years.

### A Grave Step

Our Director of Public Instruction should have learnt a good deal about the conditions of service in aided schools and in schools under local bodies during his extensive tour in the Southern and West Coast districts. He may not be unaware of the unsatisfactory conditions prevailing throughout the presidency especially when the educational officers have brought to his notice several objectionable practices and make-shifts in the administration of aided schools. All institutions, whether managed by private committees or local bodies, are rightly treated as public institutions in our educational rules and administration reports and we have therefore no doubt that the defects which are admitted to exist will be speedily remedied. Our Director may be a man



of a few words but with his regard for high standard and efficiency he may be expected to take a direct and prompt action when an occasion arises. We earnestly appeal to him not to let the administration of aided schools grow from bad to worse. Our readers might remember that recognition was proposed to be withdrawn in respect of a school in Tanjore District if arrangements be not made to pay the salaries in time. It is rumoured that the Department will not hesitate to take a similar step in the case of other schools when salaries are reported to be in arrears. Withdrawal of recognition is undoubtedly a grave step which will cause inconvenience to the public. But no administrator who takes his duty seriously can afford to be indulgent. He should be certainly prepared to take the extreme step if it be necessary in the public interest. The Department has not chosen to exercise this power frequently all these years. But the situation is altogether different at the present moment. Is it not a scandal that the salaries should be allowed to fall into arrears for months together? What should we say about the practice of the salary figure being one thing in the acquittance roll and another in disbursement? How can teachers be expected to go on with their work when they have no hope of getting their pay? The astonishing part is that the management which is unable to pay does not seem to be much concerned with the hardships caused to teachers. The lawyer or the doctor insists on his fees being paid; the landlord or the merchant is keen on realising his dues in time or even in advance. When such persons happen to be in the Board of Management, they become impatient when teachers complain about irregular payment. The public of the locality is equally indifferent when teachers are not properly treated.

Irregular payment is not the only undesirable feature in the administration of several aided schools. The Department has, we understand, received several communications from teachers and an appeal is made that the Director should intervene and set things right. From the copy of those communications received by the Union, it is clear that the situation is disquieting. We should like to mention a few instances of serious injustice. In a certain school, a cut is made in the salary and this is quickly followed by a higher rate of cut. Then the salary scale is revised for the worse and curiously enough the cut is continued even in the reduced salary. Cuts and revisions are the fashion of the day in schools and teachers are perhaps expected to agree to **annual decrement**. In another school, teachers whose salaries were in arrears for several months are reported to have been informed that they may be retained in service if they should agree to a reduction in the salary and also be willing to let the arrear amount to their credit be funded. We may appreciate the way in which the concerned management approached teachers; but we want the public to realise for a moment the trying and exacting situation in which teachers happen to find themselves. The case is reported to be far worse in still another school. Here, teachers who have not been paid their salaries are, it is alleged, called upon to affix their signature in the acquittance roll when the Department brought pressure to bear upon the management to pay the salaries. Just think of the consequences when a teacher refuses to sign when the salaries are not paid. Only a few of the cases come to light. Several teachers suffer in silence. They shun publicity and prefer to remain unemployed. A good many whose circumstances are not favourable lose interest in work while some are tempted to do things much against their conscience. Can there be any hope if the management be found to suggest and adopt questionable devices and practices?

The cases that were cited above are sufficiently grave to warrant immediate attention. Statements contained in signed letters require to be looked into. We admit that several managing bodies have a good record. But we should like to express at the same time that there are unmistakable signs of disease in one limb of the education system. It rests with the Department whether the disease is to be nipped in the bud or not. Any delay on its part will not only prolong the suffering of teachers but also create a feeling in certain managements that their actions cannot be questioned even by the Government. The Department will, we hope, move quickly so that teachers may continue to have faith in the soundness of the policy of State-aided education.

### Wise Policy

There is a wild rumour that, in view of the contemplated reduction in the land-revenue, there is the probability of reducing the provision in the Budget under Grants to aided schools. The proverbial accommodating nature of the Department of Education has helped the Finance Department to tide over difficulties on several occasions. Our experience in the past is still fresh in our minds. The special teaching grant has gone and there was a cut in the admittedly illiberal provision under the Teaching grant. There were cuts under Equipment grants. These cuts took away a big slice from the slender resources of the managements and consequently they found it impossible to keep the schools going. Many of the objectionable practices to which a reference is made in administration reports can be ultimately traced in several cases to the inability of the management to command adequate resources to run the schools. It will take several years before the normal condition is restored. If at this stage the provision under grants to aided schools and to schools under local bodies be reduced, the consequences will be serious. There may be nothing on the surface to disturb anyone but the demoralisation of the teaching profession will be complete. The Department of Public Instruction has got a difficult task to accomplish. Successive Directors of Public Instruction have admitted that the Grant-in-aid Code does not help the aided schools appreciably. Some years back Mr. Grieve held out that, as a temporary measure, the fee-income calculated at the standard rate be alone taken into consideration in fixing the deficit and that the excess be treated as the contribution by the management. We appeal to the Director to press upon the Government the view that any reduction in the provision under grants to aided schools and under subsidies to local bodies will cripple them seriously and intensify the growing discontent and insecurity of tenure. The Hon'ble Minister of Education is not a stranger and knows all about the difficulties of aided schools. He was pleased to use his influence to reduce the cut in the past. May we appeal to him and to the Director to join hands and save the situation!

### Bihar

We invite the attention of our readers to the Press reports of the serious earthquake in parts of Bihar and Nepal. Appalling damage to life and property has been caused by the earthquake which is described as one of the severest India had ever experienced. Thousands have been rendered homeless and relief is urgently needed. We are glad to note that teachers have responded magnificently to the call of Bihar. Many teachers' associations and students' unions have sent their contribution to the relief fund. We appeal

to the others to come to the help of Bihar. It should be possible for teachers with the co-operation of the pupils to organise house to house collection in their area and to remit the amount so collected either to the authorities of the Viceroy's Relief Fund or the Rajendra Prasad Relief Fund. If remittances are made to us we shall be glad to forward them to the proper authorities.

### Ourselves

With this issue we are beginning the seventh volume. As we take a retrospect of our activities during these six years we are only struck with the immensity of the work that is yet to be done, though we can say with pardonable pride that we have in some measure helped to rouse among teachers a general professional consciousness. We are referred to by our friends as the Teachers' Journal. We are, however, deeply conscious of our many defects and of our meagre achievements, if there be any achievement at all, in the direction of making the teacher's voice felt. Our efforts in this direction will meet with only slow success as we have to contend against various adverse influences, not the least of which is finance. The year that has ended had been a strenuous one, but thanks to the co-operation of teachers, teachers' associations and managements of schools, we have tided over. It is our earnest hope that 1934 will bring us prosperity and happiness to the teaching profession.

In response to the suggestions from our friends and in conformity with the leading educational journals of India, we have altered the size of the journal. We trust that this change would be welcomed by our readers. We hope that this change will enable us to place at our readers a decent sized volume each month, without having to increase the subscription which we keep decidedly low so that the journal may be within the easy reach of even the lowest paid member of the profession.

The journal needs help. It has to give the teacher protection and guidance. It has to be truly professional. It has to fight for the cause of the teacher without fear or favour. It has to provide the teacher with materials to make his class-room work more effective. To do these we want money, and we appeal to schools and associations to enrol themselves as subscribers.

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## THE S. I. T. U. PROTECTION FUND

### OBITUARY

The undersigned regrets to inform the members of the S. I. T. U. Protection Fund, of the death of Mr. S. Rangaswami Iyengar (Reg No 245), Assistant Master, Pachaiaappa's High School, Conjeevaram, on the 24th of December, 1933, at the early age of 39.

According to the new scheme now in force the member was registered as a contributor for *Two Units*. He was admitted as a member on 1—10—1928 His widow who is his nominee will be paid a benefit amount of Rs 550 (*Rupees five hundred and fifty*) less any amount due to the Fund, soon after the receipt of the necessary claim papers.

Triplicane,  
Dated 18—1—1934.

R. RAMAKRISHNAN,  
*Hon Secretary.*

### ANNOUNCEMENT NO 1

At the request of a large number of members, the Board of Management of the Fund has, subject to the approval of the General Body, extended the time for *increase of units* up to the end of March 1934, or till the date of the next annual meeting whichever is earlier, provided the amount due from July 1933 is paid at the time the application for increase of units is made.

N.B.—This does not apply to members who joined the Fund after the 26th of February, 1933.

### ANNOUNCEMENT NO 2

In reply to my notice to members dated 20—11—1933, regarding the venue of the next annual meeting, 12 letters representing the views of 26 members have been received desiring that the next General Body meeting should be held at Ananthapur in December next. But 17 letters representing the views of 55 members have been received from the mofussil members insisting that the next annual meeting should not be postponed to December.

Triplicane, -  
Dated 15—1—1934.

R. RAMAKRISHNAN,  
*Hon. Secretary.*

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### LIST OF NAMES (CONTINUED)

- 1104. Mr. V. Ramachandra Iyer, Asst, Board High School, Arni.
- 1105. " V. K. Kalyanaraman, Asst., Board High School, Wandiwash.
- 1106. " R. Sabapathy Pillai, Asst, Board High School, Wandiwash.
- 1107. " I. Yesupatham, Asst., Board High School. Arni.
- 1108. " V Meenakshisundaramier, Assist, T. T. V. High School, Madras.

Triplicane,  
Dated 18—1—1934.

R RAMAKRISHNAN,  
*Hon. Secretary.*

## SCHOOLS MUST SUBSCRIBE



*D.O. No. 2463*

VICEREGAL LODGE,  
SIMLA.

The 9th May 1933.

*Dear Sir.*

Their Excellencies have asked me to express their thanks to you for the copy of "The Field" which you have sent to them.

They have much appreciated reading it, and consider it a most excellent edition.

*yours very truly*  
*A. H. S. S. S.*

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